

COUNSELING, GUIDANCE, AND REFERRAL

I. LEGAL AUTHORITY:

Rehabilitation Act of 1973, as Amended by P.L. 99-506, Section 103(a); CFR 361.42(a)(2), 361.43(a)(2), 361.46(b)(2)(ii).

II. POLICY STATEMENT AND PURPOSE:

- A. Counseling and guidance are integral parts of the entire rehabilitation process beginning at the intake interview and continuing throughout. Counseling is a cooperative individual process in which the rehabilitation counselor and the individual with a disability arrive at mutually acceptable decisions. When counseling services are provided, the process must begin at the individual's current point of focus and progress toward making changes in attitudes and behaviors which may be adversely affecting rehabilitation goals. The goals of counseling and guidance are to assist persons with disabilities to reach maximum levels of independence by moving through the rehabilitation process toward a suitable and rewarding employment goal.

Counseling and guidance services include but are not limited to the following:

1. Providing personal adjustment counseling (exclusive of therapeutic intervention);
2. Making referrals necessary to help individuals with disabilities receive needed services from other appropriate agencies and/or resources;
3. Advising individuals with disabilities about available vocational rehabilitation services including the Client Assistance Program (CAP);
4. Referring individuals as appropriate for Independent Living services;
5. Assisting persons with disabilities in obtaining an optimum job-person match;
6. Assisting individuals with disabilities in coping with any environmental barriers affecting the rehabilitation process (i.e., family relationships, societal attitudes, employment conditions, etc.);
7. Encouraging and/or motivating individuals to develop skills necessary to regain control of their lives, to make informed decisions, and to initiate activities to resolve problems;

**RHODE ISLAND DEPARTMENT OF HUMAN SERVICES
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POLICY AND PROCEDURES MANUAL**

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8. Providing follow-up services, including follow-up relationships with employers as necessary to insure successful vocational outcomes; and
 9. Providing services to family members whenever necessary to aid the individual with a disability in progressing successfully through the rehabilitation process.
- B. Counseling and guidance may be particularly appropriate when individuals with disabilities are moving from one stage of development to another.

Examples:

1. High school to college
 2. High school to work
 3. College to employment
 4. Family living to independent living, etc.
- C. Status 14 - Counseling and Guidance Only
1. It is intended that this status be used only for those cases having an approved IPE which outlines counseling, guidance, and placement as the only services required to prepare the client for employment. It is not to be used to reflect the course of program development or provided by the counselor during the progress of training or physical or mental restoration.
- D. When counseling and guidance are the major services, the counselor's case narrative must justify that a substantive amount of these services has been provided. Documentation in the case narrative will stand as the only method by which progress on the IPE can be measured. Without this documentation, a rehabilitation closure (Status 26) cannot be justified.
- E. Counseling, guidance, and referral services shall be provided to all applicants and individuals with disabilities without consideration of financial need or comparable benefits.

III. PROCEDURES:

- A. Status 14 Only
1. When the only services provided are counseling, guidance, and placement, status 14 will be utilized. This procedure applies whether or not order of selection has been implemented. While counseling and guidance are integral

to the rehabilitation process, these services can be provided as the major services in conjunction with placement services in attaining the vocational goal.

2. Although objectives will vary, counseling and guidance services must be included in all IPEs.

B. Case Recording

1. When counseling and guidance are the major services to be provided, it is crucial that the counselor document in the case narrative the goals and objectives of those services and progress being made in the realization of the employment goal. This documentation is essential for the following reasons:
 - a. Monitoring/measuring objectives as authorized on the IPE;
 - b. Serving to keep the current counselor apprised of progress being made;
 - c. Enabling newly assigned counselors, supervisors, or administrators to gain a clear understanding of counseling and guidance efforts to date;
 - d. Providing accountability to fiscal and programmatic mandates.

C. Counseling Tools

There are many evaluative techniques and assessment tools which a counselor may use in order to increase the individual's awareness of vocational and other personal assets. Very important information on these assets is gained through social, medical, educational and work history data gathered regarding the individual which is summarized in the IPE, other reports, and the case narrative. Achievement tests, personality tests, personal inventories, workshop evaluations, and workshop assessments are additional tools which a counselor may use. Two categories of tools are described as follows:

1. **Diagnostic and Planning Tools**

These tools primarily deal with an individual's capacity to perform certain tasks. They can provide an assessment of the effect of the disability on the individual's behavior regardless of the medical diagnosis.

2. **Vocational Assessment Tools**

These tools deal with an individual's vocational assets. Three major categories of these tools are:

a. Aptitude Tests

These are tests which measure relatively homogeneous and clearly defined segments of ability to do a variety of jobs. Special aptitude tests are used to measure a single aptitude while multiple aptitude batteries measure a number of aptitudes but provide a profile of scores, one for each aptitude. An example of these tests is: GATB - General Aptitude Test Battery.

b. Interest Tests

These are tests which provide a measurement of an individual's interests as they compare with interests of persons actually working in different vocations. Interests pertain not only to job activities, but also to hobbies, sports, school work, social relations, and many other facets of a person's life. Several standardized interest inventories have been prepared to accomplish this. Examples of these tests include: Kuder Interest Inventory, Minnesota Vocational Interest Inventory, Holland Interest Inventory, and Strong-Campbell Interest Inventory.

c. Career Information Inventories

These tests supply a certain structure to the vocational decision-making process through a variety of self-reports. These reports pertain to particular aspects of a client's life which have vocational implications such as hobbies, work experiences, work values, and other autobiographical information. It is then possible to begin to look at jobs which are compatible with these interests, values, and experiences. Although these tests help to establish patterns of vocational interests, it is desirable that clients further explore specific jobs in order to validate vocational choices. These tests tend to provide much positive reinforcement of one's assets and, as such, are particularly useful for clients with low self-esteem. An example of this type of test is: Harrington O'Shea Interest Inventory.